



Introduction to Alabama's Standards for Early Learning and Development (ASELD)

July 2020

Webinar Steps for Success

- BE CONSIDERATE

- Mute your mic
- Share your camera

- MANAGE EXPECTATIONS

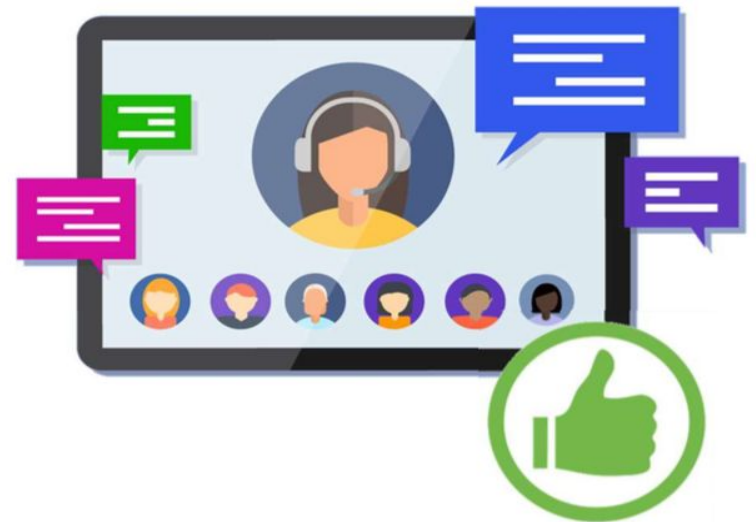
- For yourself and your environment
- For this webinar

- PARTICIPATE

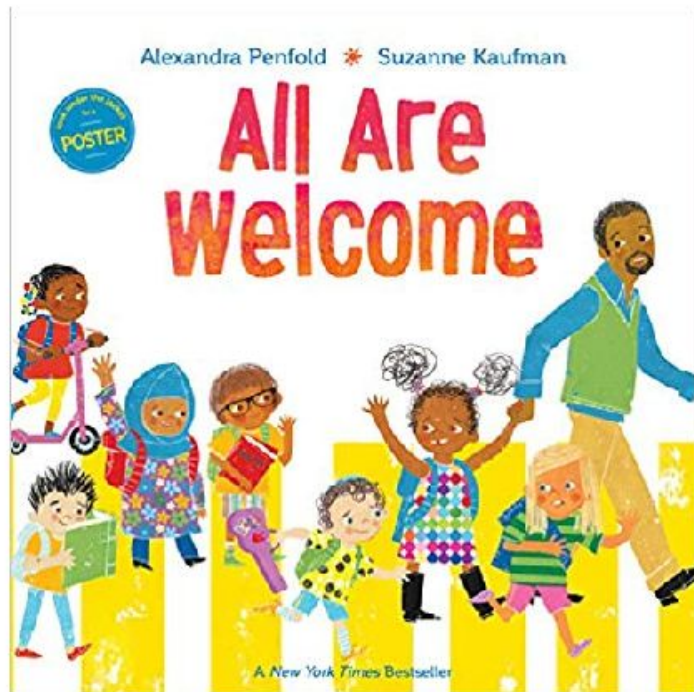
- Answer poll questions
- Add to discussions during breakouts
- Use the chat feature to ask questions

- RENAME YOURSELF

- First and Last Name or Title, and Area of Employment
- Example: Holly Glasgow, Pre-K and Higher Ed
- This let's us make connections and verify attendance



Today's Agenda



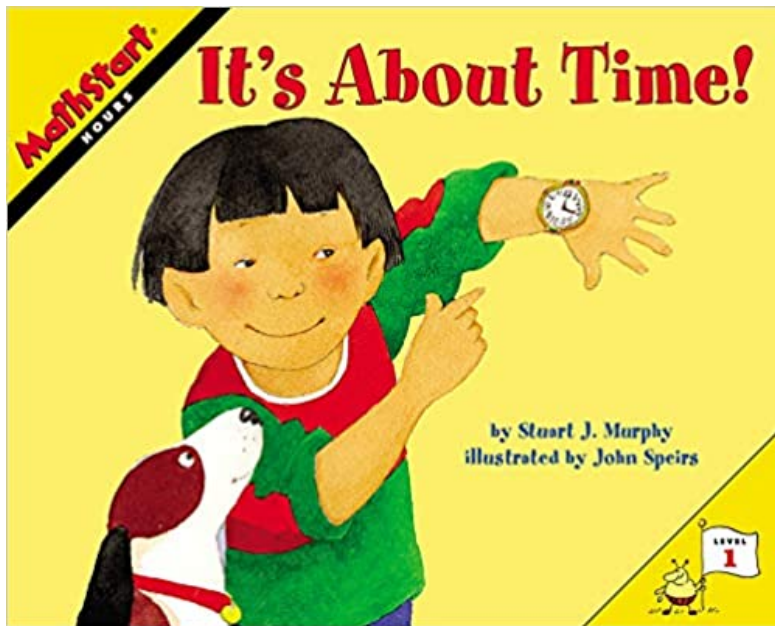
- Introduce the ASELDS development process
- Review the ASELDS document
- Investigate the ASELDS' content
- Explain next steps

New Standards... Why?

- It's time!
- Last edits were done in 2012
- New research
- Expanded Alabama programs and priorities
- National trends

Alignment across programs

Link to curriculum and assessments



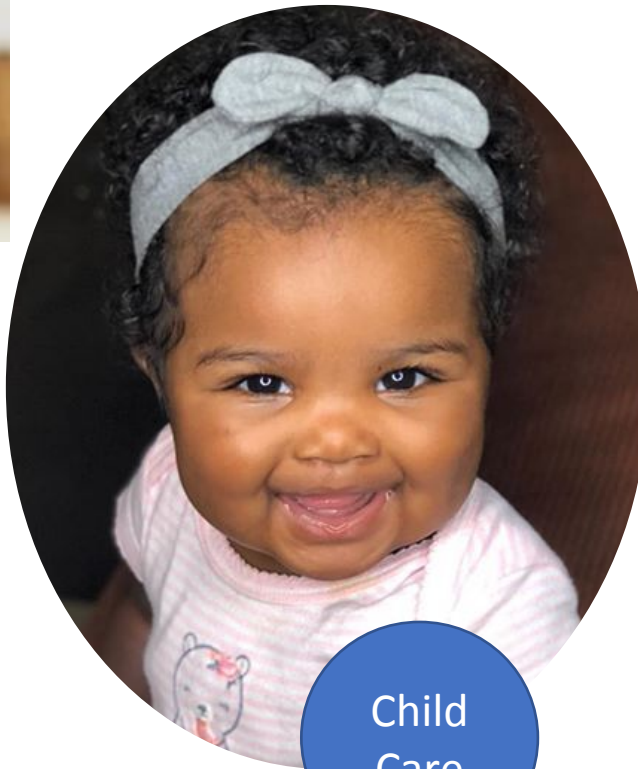


Child Care
Early Intervention

Child Care
Early Intervention
Early Head Start



Child Care
Head Start



Child
Care

Child Care
Head Start
First Class Pre-K



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One Document for All

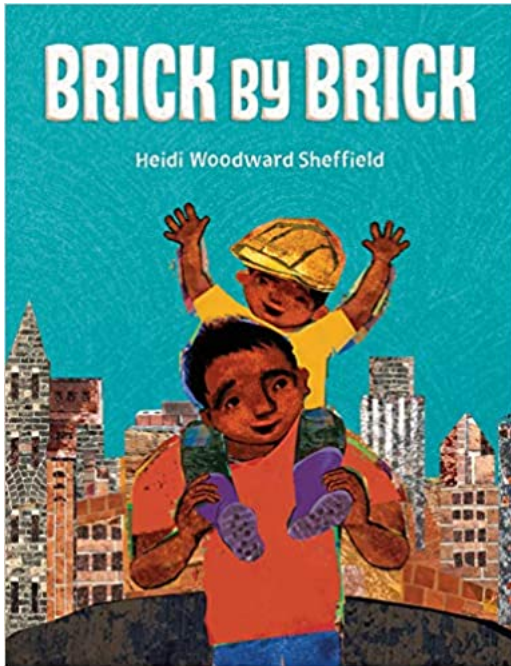
Infants	Young Toddler	Older Toddler	Young Preschooler	Older Preschooler
Home Visiting				
Early Head Start			Head Start	
			Alabama First Class	
Early Intervention, IDEA Part C			Special Education, IDEA 619 Part B	
Child Care: Family and Group				
Technical Assistants, Professional Development Specialists				
Pre-Service Knowledge Mediators: Higher Education, High School, Career and Technical Education				



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Foundation



- Build on the strengths of Alabama's existing resources
 - DHR: Alabama Early Learning Guidelines
 - DECE: Alabama Developmental Standards for Preschool Children
 - Dept of Education: K-2 Courses of Study
- Align with other key standards and programs
 - Head Start and Early Head Start
 - Special Education, Part C and B
 - Teaching Strategies GOLD assessments
 - Home Visitation programs
 - WIDA Standards

Priorities



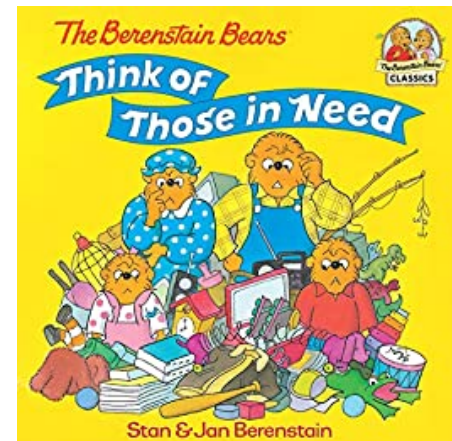
Convey a single set of standards and a unified message for Alabama



Support all ECE professionals' understanding of child development and age-appropriate instruction



Reflect current trends and research

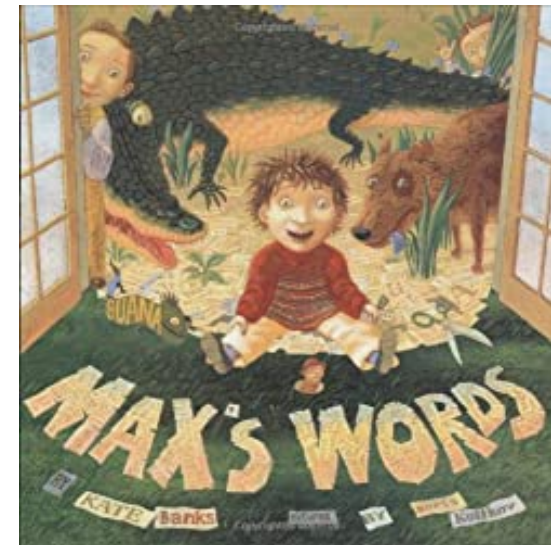


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Step One: ASELs Development

- Cross sector team of representatives from childcare, Head Start, special education, First Class, higher education, coaches and facilitators
- Reviewed national landscape
- Made initial decisions about format, language, priorities
- Wrote the domain content
- Design decisions



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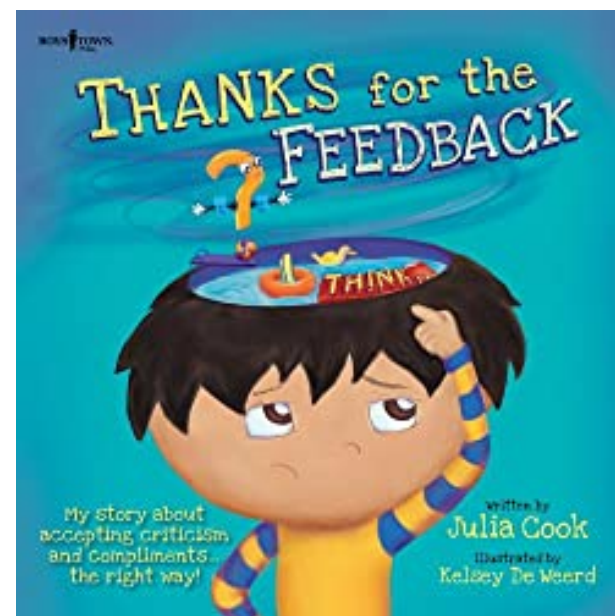
Step Two: ASELs Review

Committee review

National experts

Statewide focus groups

Public comment

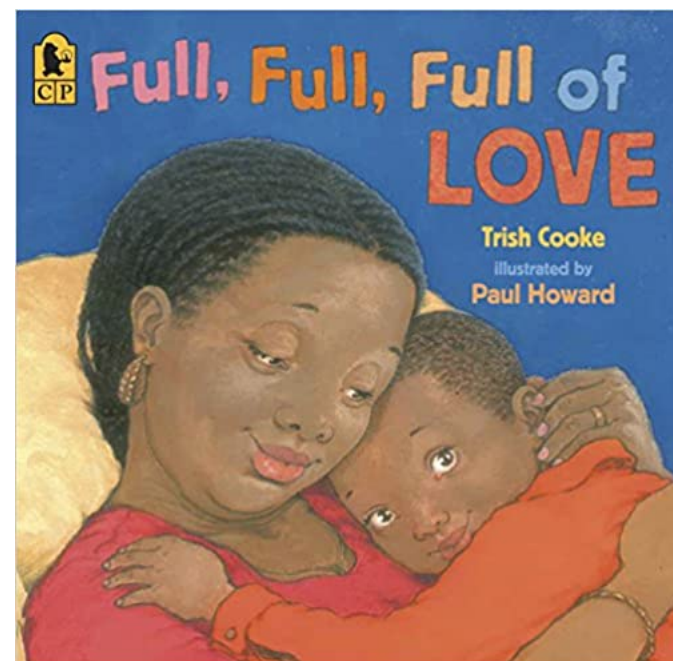


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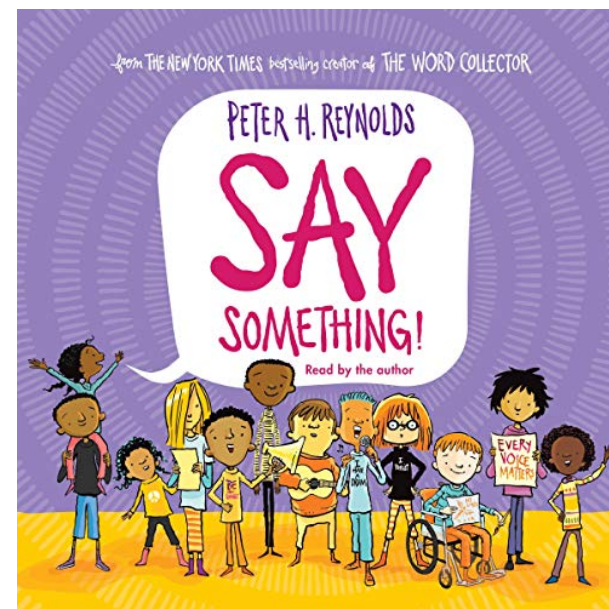
Reviewers loved....

- Cross-program vision
- Focus on:
 - Inclusivity
 - Play
 - Family Engagement
- Format (learning trajectory)
- Colors
- Information in the introduction
- Supportive resources



They found them to be....

- User-friendly format
- Comprehensive
- Easy to follow; clear
- Easy to understand (simple language)
- Well-organized and detailed
- Research-based



Reviewers told us....

“...bridges the gap between all the different organizations common purpose”

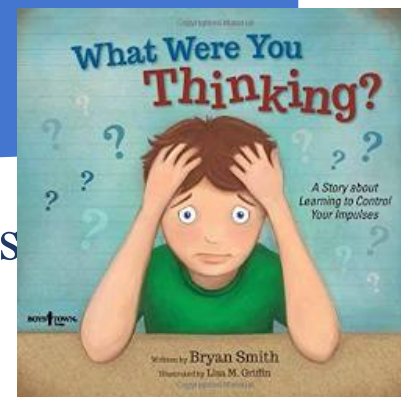
“The key take-away is the focus on the child.”

“As a math researcher, I’m really pleased with the content that is represented.” “Math corresponds with K standards well!”

“This will be an excellent way to introduce standards to student teachers and student clinicians.”

“Love that a new teacher could pick up this book and know what to do.”

“I’ve been a teacher, home care provider and a student and I love everything about this document.”



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Hear from... Nedjra Russell



As a mentor teacher I can use these standards to support growth and development in my students, as well as the academic preparedness of intern students from the high school level to collegiate level. In addition, I love that the document begins with an explanation of how children learn; a philosophy supported with researched and documented evidence. This document is important for providing appropriate interactions and experiences for all early childhood learners regardless of the program they are in, their socio-economic status, or cultural background.

Nedjra is a certified Early Childhood Educator in the Madison City School District



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Hear from Annette Mohan, PhD

The ALSDE standards are key to the training of the Early Childhood Education majors at Alabama A&M University. With students facing poverty as the new majority in our pre-schools, our pre-service teacher candidates will learn to use these standards to:

- To construct healing, loving, and informed Early Childhood classrooms.
- To use culturally diverse narratives, images, and examples that reflect the cultural norms and traditions of the communities and families in our United States.
- Meet our young children where they are, and build a foundation "where our children should be able to know, do and learn at age-specific intervals" (ALSDE Pg.12)
- Use the ALSDE standards for our Early Childhood Pre-service teacher candidates to use data for instruction.

In consonance with the ALSDE standards, A&M University believes in the success of every child. Alabama A&M encourages its Early Childhood program pre-service teacher candidates to treat students not just as learners but as people- children who have the potential to be successful

Annette is an Associate Professor, Teacher Education & Leadership Department Alabama A&M University



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Hear from Deana Aumalis



The new Alabama standards that go from infants to preschoolers are comprehensive and well written. The organization of skills allow the user to see the developmental progression in an easy format. This tool will be used widely across the state from infant-toddler teachers to early childhood special education teachers. It is user friendly and child first. I appreciate greatly how it aligns with Teaching Strategies Gold for our children with special needs who are enrolled in First Class Pre-K rooms across the state. Kudos to your team--excellent document!

Deana is the Director of the Early Learning Center, University of Alabama in Huntsville



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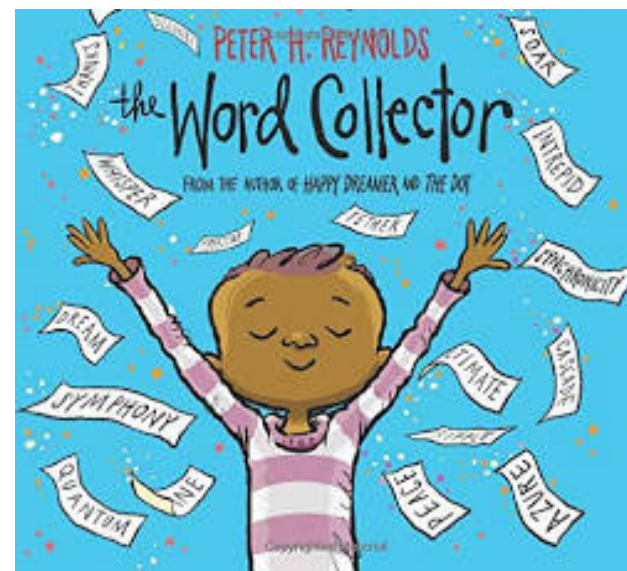


Step Three: Publish and Post

Finalize document with revisions based on comments

Publish on ASELDS website

- Full PDF document
- Separate sections
- Online version

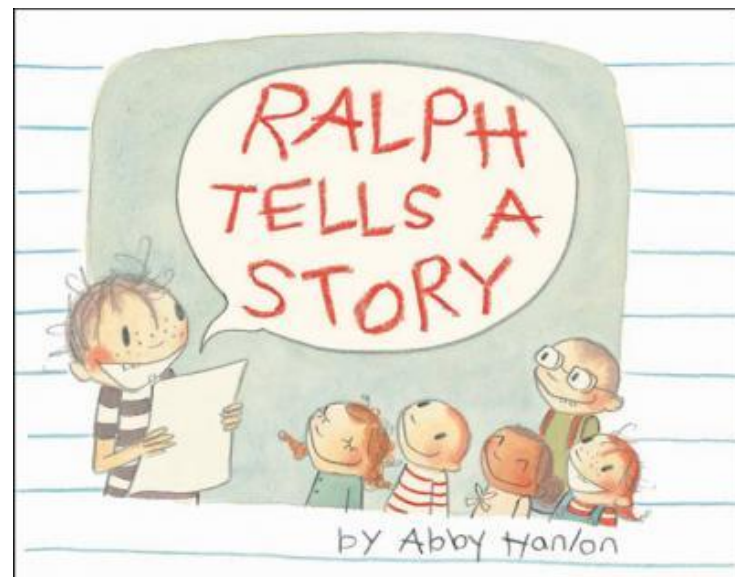


Step Four: Professional Development

Virtual webinars and sessions

October conference

Companion online resources

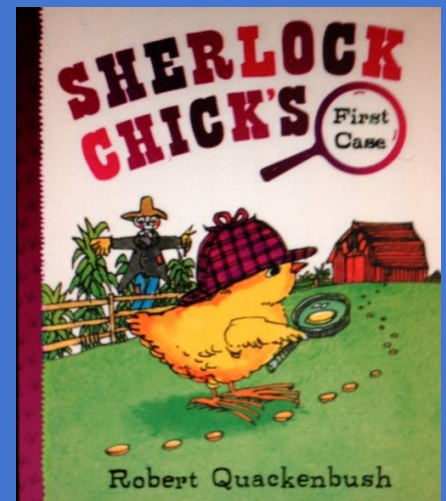


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Let's
take a look!



Standards Defined

...A set of expectations, guidelines, or developmental milestones that describe what all children from birth until kindergarten entry should know and be able to do and their disposition toward learning.

U.S. Department of Education

...Promote the understanding of early learning and development, provide a comprehensive and coherent set of early childhood educational expectations for children's development and learning, and guide the design and implementation of curriculum, assessment and instructional practices with young children.

ESC of the Western Reserve



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Introductory Pages

Reflect How Children Learn

Children are natural learners. They are energetic, curious and creative as they explore and experiment with their surroundings to build new understandings and practice skills. Children's unique abilities are nurtured through strong relationships with adults and peers and stimulating environments where they can practice and master their newly-discovered skills and information.

Brain Development

A young child's brain grows at an amazing rate! At birth, the baby's brain is about 25% of an adult's and has all the neurons or cells it will ever have. The brain size doubles in the first year and by age 5 a child's brain is about 95% of the size of an adult brain. The brain's cells or neurons communicate with each other and form connections or synapses that are the foundation for learning.

These connections begin before birth and grow faster from birth to age 6 than at any other time. Young children have more than twice the number of synapses (or connections) than adults, enabling them to learn at a faster rate than adults. The opportunities children are given to interact with other people and their world, along with their experiences in safe and stimulating environments, influence children's capacity to grow or strengthen their synapses.

*Brain connections
begin before birth and
grow faster from birth
through age 5 than
at any other time.*

.....

Children begin to prune or lose some of those synapses as they make sense of their world. Dual language learners, for example, hear, use, and maintain sounds and words that may be pruned or lost by those children who only speak English. The more a synapse or connection is used, the more permanent it becomes, while those that aren't used disappear. A child's experiences, then, impact what information is learned by determining what information enters the brain and how the brain processes that information.

There are critical periods, or windows, when children are especially sensitive to learning specific types of information and skills. Research tells us, for example, that the critical period for language development begins to fade by age 5. High quality early childhood programs that take a holistic approach, paying attention to all aspects of children's development and learning and supporting their families' well-being, build on brain research to ensure children are exposed to varied and stimulating experiences that are essential to children's brain development.

Embrace All Children

Every child is unique. No two children are the same. Every child has unique personality traits and temperaments and even physical appearances. Every child is a competent learner with strengths, abilities, and interests. Every child grows and learns in his/her own way at a self-defined pace; some children may need additional support to guide their learning and development. Early childhood professionals must use their understanding of each child's uniqueness to adapt experiences and environment to best meet their needs and maximize learning.

Children with disabilities

Alabama's young children with disabilities are best supported in inclusive environments that ensure that all children have equal opportunities to participate in early learning programs. The 2015 Position Statement issued by the U.S. Departments of Education and Health and Human Services defines inclusion, "children with disabilities in early childhood programs, together with their peers without disabilities; holding high expectations and intentionally promoting participation in all learning and social activities, facilitated by individualized accommodations; and using evidence-based services and supports to foster their development (cognitive, language, communication, physical, behavioral, and social-emotional), friendships with peers, and sense of belonging. This applies to all young children with disabilities, from those with the mildest disabilities, to those with the most significant disabilities."

*Alabama's young children
with disabilities are best
supported in inclusive
environments that
ensure that all children
have equal opportunities
to participate in early
learning programs.*

.....

Early screening to identify possible disabilities followed by the development and implementation of individualized treatment plans help professionals set realistic goals and expectations based on their strengths and interests, ultimately supporting all children's growth and progress. *(For additional information on inclusive practices, see Appendix XX).*

Children who are learning English

Research shows that children who are provided with instruction in their home language experience significant gains in language, reading and math. They also benefit from a stronger cultural identity, demonstrate good executive function skills and positive social emotional gains in comparison with those children who are not experiencing dual language learning.

Guide Early Learning Professionals' Practices

ALL children are born ready to learn! Their development and skill mastery are dependent on caring adults who nurture and support their growth and provide them with experiences that help them gather and build knowledge about their world. Adults create the opportunities for children's learning by challenging them to acquire new understandings and information, built on prior knowledge. Early childhood professionals best support children when they understand the continuum of learning, the sequence in which skills emerge and are mastered, and develop learning experiences that are based on children's existing understandings, while at the same time, challenge them to acquire new information.

Responsive early childhood professionals recognize, acknowledge, and individualize children's learning to accommodate their unique learning styles.

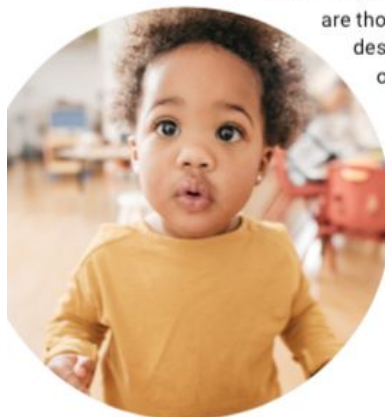
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Universal Design for Learning

Universal design for learning, often referred to as UDL, is a framework or approach that ensures all children have equal opportunity to learn and succeed. All children benefit from adults' use of universal design, especially those children with unique needs. Early childhood professionals who use UDL create flexible and varied opportunities for learning that build on children's strengths. They use the three main principles: 1) representation; 2) expression; and 3) engagement to develop multiple ways for children to access and participate in materials and activities, to acquire and build knowledge as well as demonstrate what they know or have learned, and to motivate children to learn.

Intentional and Purposeful Planning

Professionals facilitate children's development and learning when they are thoughtful and purposeful in their work. They deliberately design the environment, plan the schedule and routines, offer materials and activities, and use play as the means by which children accomplish the goals that have been identified. Professionals facilitate children's learning by observing, assessing and intentionally developing experiences that build on children's current knowledge or developmental level. Intentional professionals interact directly with children; they ask questions to encourage children's thinking and problem solving, and adapt experiences to meet individual children's learning styles, interests, and needs.



Learning Domain Sections:

Each of the eight learning domain segments in the ASELs has 4 key parts: 1) a domain introductory page; 2) the learning progressions, birth to 5 years or 60 months; 3) recommendations for adaptations and accommodations to support children with unique needs; and 4) foundational practices for professionals. These pages work together to guide *all* professionals, regardless of the early learning setting, in the design and use of age, culturally, and linguistically appropriate learning standards for *all* young children, birth to age 5.

PART 1 Introduction:

This page offers a brief description of the domain and explains its importance for children's development and professionals' instructional strategies. The page spotlights a significant idea about a domain-related theme. A table of contents for the section can also be found here.



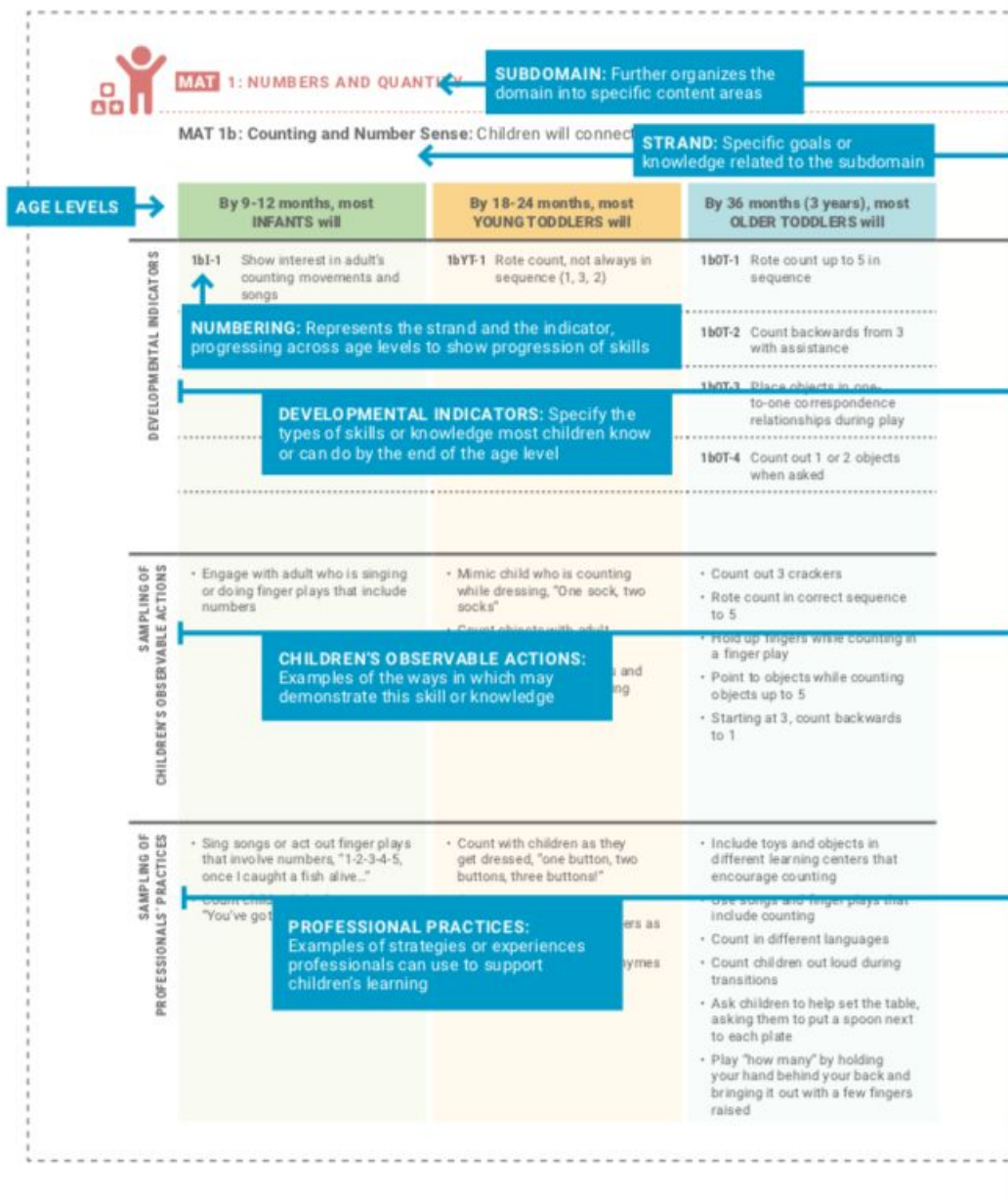
PART 2 Learning Progressions:

The content-specific learning progressions for children are detailed in this part and provide the information about what most children should be able to know, do and be at various ages and stages.

Within a domain, the learning progressions follow a pattern of sub-domain, strand, and developmental indicators. These describe developmental skills, first as a broad idea in the sub-domain, and then are further defined through the strands and developmental indicators. (see example on page 24)

Children's Observable Actions and Professional Practices complete the learning progressions pages. The children's observable actions offer examples of the way in which children demonstrate the skills to help professionals identify the child's progress towards mastery. Professional Practices specify strategies or ideas for professionals to use to intentionally design experiences or interact with children to help them learn. Both Children's Observable Actions, and Professional Practices offer examples; they are not a comprehensive list. Professionals and family members may identify other ways in which children are demonstrating mastery of specific skills.

Introduction





Guiding Principles

Alabama's Guiding Principles for Early Learning and Development



★ All children are unique, capable and competent learners.

- Children progress at different rates, have individual learning styles and demonstrate diverse abilities.
- Children's learning is maximized through individualized learning experiences that recognize their unique gifts and characteristics.

★ Children are active learners.

- Children are naturally curious and learn through firsthand actions and explorations with objects and people in their world.
- Children construct knowledge through physical, social and mental activity.
- Children learn in the context of relationships and interactions with adults and peers.
- Play is the mechanism by which young children learn.

★ Learning is multi-dimensional and inter-related.

- Learning happens simultaneously across the domains of child development: social, emotional, physical, language, and cognitive.
- No one domain is more important than another. The domains are inter-related and influenced by the growth and learning in the other domains.

★ Successful early childhood programs establish partnerships with families.

- Parents are children's first and primary educators.
- Parents' engagement in their children's learning at home and school creates a solid foundation for life-long learning.
- Home-program connections are critical for successful learning. Continuity of learning occurs when children's experiences build and extend across programs and home experiences.

★ Children's development and learning must occur in the context of their culture and home experiences.

- Development and learning are rooted in culture.
- Traditions, language, culture, values, and beliefs are part of children's identity and influence their thinking and learning.

★ Children learn best in early childhood programs where adults build relationships and construct learning through positive and informed practices.

- Early childhood professionals support children's development and learning when they have an understanding of child development and age-appropriate practice.
- Early childhood professionals facilitate development and learning when they are intentional in the way they design and provide experiences that are built on children's interests and motivation.
- Early childhood professionals maximize children's learning when they utilize a cycle of observation, assessment and action through standards, curriculum and assessment tools.
- Early childhood professionals must be life-long learners who engage in ongoing, research-based training.

★ Early childhood program environments facilitate learning experiences.

- Children learn best in environments where they feel safe and have a sense of belonging.
- Early learning environments offer opportunities for children to explore materials, interact with peers and adults, and engage in meaningful experiences.

★ Children develop and learn in the context of their community.

- Early childhood programs are an extension of children's communities.
- Collaborations and partnerships with agencies, businesses and residents within the families' communities offer rich opportunities for learning.
- Early childhood programs support children and their families' health and well-being with knowledge of the resources within the community.



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Domains

Alabama's Domains of Learning

SECTION

1

Relationships and Connections

This section designates those skills and expectations that are built from children's relationships with peers and adults, their own self-knowledge and their connections to family and the communities in which they live. This section highlights the impact of relationships for young children's success.

FAMILY AND COMMUNITY ENGAGEMENT (FCE) *Relationships to Help Me Succeed*

Describes a unique set of standards and practices that highlight the importance of families', communities' and professionals' partnership in supporting children's learning.

SOCIAL EMOTIONAL DEVELOPMENT (SED) *Me, Myself, and My Relationships*

Describes those skills needed to understand, express and manage feelings as well as the ability to establish positive relationships with others.

SOCIAL STUDIES (SST) *Learning about Myself, My Family, and My Community*

Labels the knowledge children acquire about their family, their community and their place within the world.

SECTION

2

Exploration and Critical Thinking: Developing STEM Skills

Section 2 represents the skills and strategies children use to learn through exploration and problem solving. STEM (or Science, Technology, Engineering and Mathematics) are the areas of learning that prepare children for future success by encouraging creativity, innovation and invention.

APPROACHES TO PLAY AND LEARNING (APL) *Developing Skills and Attitudes for Success*

Identifies the skills and behaviors that children use for learning. Play skills, along with children's persistence, flexibility, creativity promote successful learning and interactions with others.

SCIENCE EXPLORATION AND KNOWLEDGE (SEK) *Exploring the World Around Me*

Provides foundational information about science, engineering and technology concepts as well as the critical thinking skills that children use to learn and understand new ideas.

MATHEMATICAL THINKING (MAT) *Exploring, Processing, and Logical Reasoning*

Introduces basic mathematics skills and language that help children learn about numbers, shapes, patterns, measurement and data analysis.

SECTION

3

Communication

This section describes children's language and literacy development as well as the way they communicate through the arts such as music, movement, dramatic play and visual arts.

LANGUAGE AND LITERACY (LLT)

Understanding and Expressing by Speaking, Listening, Reading, and Writing

Shows children's emergent skills in the areas of speaking, listening, reading and writing. Children use language skills to communicate with others while they develop literacy skills to read and write.

CREATIVE ARTS (CRA) *Expressing Feelings and Ideas through Art, Music, Movement and Drama*

Offers the ways in which children use creative arts to express themselves. Moving beyond talking and listening, children may use different media such as drawing or acting to express their feelings and thoughts.

SECTION

4

Physical Development and Health

PHYSICAL DEVELOPMENT AND HEALTH (PDH) *Growing Strong, Healthy and Resilient*

This section describes the way in which children develop coordination, strength and control of their bodies and develop the knowledge about how to stay safe and healthy.



Alabama's Standards for Early Learning and Development are organized into 4 sections with 8 domains of learning for children and a 9th domain that describes the ways in which professionals and families work together to support children's learning. The eight children's domains portray a comprehensive view of children's learning and are further supplemented through the additional domain of Family and Community Engagement.

SECTION

3

Communication

LANGUAGE AND LITERACY (LLT) *Understanding and Expressing by Speaking, Listening, Reading, and Writing*

LLT 1a	Receptive Language	Children will gain information by understanding the meaning of words and gestures.
LLT 1b	Expressive Language	Children will use words and gestures to express their thoughts, feelings and needs to others.
LLT 1c	Social Rules of Language	Children will use, adapt and follow the rules of language.
LLT 2a	Comprehension	Children will demonstrate understanding of both the written and spoken word.
LLT 2b	Phonological Awareness	Children will begin to recognize and and associate word with sounds in spoken language.
LLT 2c	Alphabet Knowledge	Children will demonstrate an emerging understanding that letters and letter sounds represent the sounds of spoken language.
LLT 2d	Print Awareness and Book Handling	Children will construct meaning and appreciation of print.
LLT 3	Emergent Writing	Children will demonstrate beginning understanding of the idea that marks on paper convey a message.

CREATIVE ARTS (CRA) *Expressing Feelings and Ideas through Art, Music, Movement and Drama*

CRA 1	Visual Arts	Children will demonstrate an increasing understanding and enjoyment of the visual arts through exploration.
CRA 2	Music	Children will demonstrate an increasing understanding and appreciation of music as a form of self-expression.
CRA 3	Movement and Dance	Children will demonstrate growing interest and control in rhythmic movements.
CRA 4	Drama & Acting	Children will demonstrate an increasing understanding of drama through the exploration of actions and language.



SECTION

4

Physical Development and Health

PHYSICAL DEVELOPMENT AND HEALTH (PDH) *Growing Strong, Healthy and Resilient*

PDH 1a	Gross Motor Development	Children will demonstrate increasing body awareness and control, strength and coordination of large muscles.
PDH 1b	Fine Motor Development	Children will demonstrate increasing strength, control and coordination of their small muscles.
PDH 2a	Healthy Habits	Children will show increasing independence in performing self care tasks.
PDH 2b	Safety	Children will demonstrate increasing awareness of safe habits, safety rules and personal safety.



Standards

APPROACHES TO PLAY AND LEARNING (APL)

Developing Skills and Attitudes for Success



Children approach play and learning in different ways. Some children dive right in while others may be a little slower and more deliberate. But, all children benefit from opportunities to discover new ideas and information through play and active exploration. Their growing curiosity, creativity and enthusiasm for learning work in tandem with their developing engagement through persistence, attentiveness and problem solving to acquire knowledge and accomplish goals and tasks. These emerging skills or dispositions focus on how children learn and are known as approaches to learning. They help children become successful in school and in life.

Play motivates and encourages children to become and stay engaged in learning. Developmental theorists and practitioners alike all agree that play is the foundational method for children to build those approaches to learning (or executive function) and make connections. When professionals offer a variety of experiences, facilitate a sense of “wonderment” and curiosity, and encourage actions and interactions with objects and individuals, children are activating their executive function that leads to more thoughtful reflections, more self-reliance, and increasing independence.

APL 1 Play

APL 1a: Imaginative Play
APL 1b: Collaborative Play

APL 2 Constructing and Gathering Knowledge

APL 2a: Persistence, Engagement and Attention
APL 2b: Task Analysis
APL 2c: Reasoning and Problem Solving

APL 3 Wonderment and Curiosity

APL 3a: Curiosity, Invention, and Initiative
APL 3b: Risk-taking and Flexibility

Did you know?

Children's temperament or personality can influence the way in which they learn and behave.

Do you know children who are flexible, feisty or fearful or a combination of all three?

Flexible children are typically happy and calm. They have regular sleep and eating habits and are often called “easy” because they are generally pleasant and adapt to change quickly.

Other children might be **feisty** or considered difficult. They have strong reactions to new things and are often bothered by too much noise or stimulation. Feisty children's schedules are often irregular, without consistent sleeping or eating habits.

A third group of children may be known as **fearful** and approach the world with some hesitation. They may be reluctant to try new things or be slow to warm in new situations. They could be described as shy and need to become accustomed to new things or people.

When adults observe children to understand how children demonstrate these traits, they can match learning experiences and expectations, often called “goodness of fit”.



PDH 2: HEALTHY LIVING

PDH 2a: Healthy Habits: Children will show increasing independence in performing self care tasks.

DEVELOPMENTAL INDICATORS

SAMPLING OF CHILDREN'S OBSERVABLE ACTIONS

SAMPLING OF PROFESSIONALS' PRACTICES

By 9-12 months, most INFANTS will	By 18-24 months, most YOUNG TODDLERS will	By 36 months (3 years), most OLDER TODDLERS will
2aI-1 Tolerate hands and face being washed teeth being brushed 2aI-2 Fuss to indicate a wet or soiled diaper 2aI-3 Cooperate in dressing activities such as raising arm to put on shirt 2aI-4 Show engagement while adult exercises arms, legs and body in a variety of ways 2aI-5 Participate in feeding routines 2aI-6 Try new foods	2aYT-1 Cooperate for hand and face washing and tooth brushing 2aYT-2 Begin to communicate toileting needs 2aYT-3 Show interest in self-dressing 2aYT-4 Interact with adults in a variety of physical activities 2aYT-5 Use utensils and cup to self-feed 2aYT-6 Show interest in new foods as they are presented	2aOT-1 Attempt to wash own hands and face and begins self-tooth brushing 2aOT-2 Attempt toileting with adult help 2aOT-3 Begin to dress and undress self by pulling up pants, removing socks and shoes 2aOT-4 Participate in physical activity that engages the arms and legs 2aOT-5 Show increasing proficiency in self-feeding 2aOT-6 Show preferences for foods
<ul style="list-style-type: none"> Tolerate face and hands being cleaned after a messy meal Lift arms and legs to help with dressing Indicate a messy diaper by fussing Cooperate while adult exercises legs and arms out and in, up and down Spit out new foods until they've been tried multiple times Grab spoon from adult 	<ul style="list-style-type: none"> Stick out hands and arms for hand washing Attempt to put on socks and shoes Hide behind a chair or sit under the table to move bowels "Dance" and move to action songs like the "Hokey Pokey" or "Shake My Silties Out" Self-feed finger foods Try new foods with interest Pick up toys with adult reminders and support 	<ul style="list-style-type: none"> Remove socks, shoes and jacket Play "Row, Row, Row Your Boat" or "I'm a Little Teapot" Use toothbrush with adult support Attempt to wash face with a washcloth Occasionally use the potty or show interest Hang up a coat on hook Set table with silverware with adult support Prefer apples one week and oranges the next
<ul style="list-style-type: none"> Name foods while children are eating Talk to children while you are wiping their faces and hands with a warm cloth Play exercise games such as "so big" Exercise baby's legs and arms while diaper changing (move them out, then in, up, then down) Provide spoon for infant to hold during feeding Introduce new foods multiple times 	<ul style="list-style-type: none"> Establish a mealtime routine Sing songs about routines, "It's time to brush our teeth, It's time to brush our teeth..." Talk about bathrooming behaviors and encourage children's interest in using the toilet Describe foods as you eat Involve children in active movement games or songs Allow time for children to try to put on their own socks and shoes, applauding their efforts 	<ul style="list-style-type: none"> Model healthy eating habits by sitting with children during meals Talk about favorite foods and the food groups Schedule frequent bathroom breaks Praise children's attempts to use the bathroom Allow time for children to practice self-dressing Introduce balls, riding toys and other equipment for outdoor play Transition with action, "Fly like airplanes to your cubby"

PDH 2: HEALTHY LIVING

PDH 2a: Healthy Habits: Children will show increasing independence in performing self care tasks.

DEVELOPMENTAL INDICATORS

SAMPLING OF CHILDREN'S OBSERVABLE ACTIONS

SAMPLING OF PROFESSIONALS' PRACTICES

By 48 months (4 years), most YOUNG PRESCHOOLERS will	By 60 months (5 years), most OLDER PRESCHOOLERS will
2aYP-1 Wash hands and face and toothbrushes with adult guidance 2aYP-2 Use bathroom for toileting needs with adult help 2aYP-3 Manage most dressing activities with adult support 2aYP-4 Engage in physical activity that requires strength and stamina for at least brief periods. 2aYP-5 Feed self independently; begin to pour and spread 2aYP-6 Differentiate between healthy and non-healthy foods	2aOP-1 Wash hands and face and toothbrushes independently 2aOP-2 Complete toileting independently 2aOP-3 Independently dress and undress self 2aOP-4 Engage in physical activities of increasing levels of intensity for sustained periods of time 2aOP-5 Open food items independently; cut with plastic knife 2aOP-6 Classify foods by their food groups (e.g., fruits, vegetables, dairy).
<ul style="list-style-type: none"> Independently wash hands with water and soap Use toilet with adult support Put on pants and shirt Pick out own clothing, with adult support Try to clean up a spill Ask to pour own milk or juice Participate in relay races Unzip and remove jacket Tell an adult that carrots are good for you 	<ul style="list-style-type: none"> Cough and sneeze into elbow Explain that rest and sleep help keep you healthy Run in place or attempt sit-ups Explain the importance of handwashing and toothbrushing Take off clothes and put on pajamas Use the bathroom independently Set the table Talk about how certain foods keep you healthy, "Carrots help to make me strong."
<ul style="list-style-type: none"> Include dress-up dolls that have zippers, ties and snaps for children's practice Show children how to put on jackets or coats using the jacket flip method Provide a dramatic play area with cooking props Talk about the way in which some foods help you stay healthy, "Vegetables help you grow muscles." Explain the importance of exercise for good health Conduct simple exercises during group time Help children learn the steps of handwashing 	<ul style="list-style-type: none"> Allow time for children to put on their coats, hats and mittens before going outside Do simple cooking activities with children Put stools by the sink to support children's independent handwashing and count with them to help them thoroughly wash Remind children "Cover your mouth..." Describe the way in which specific habits keep us healthy Conduct relay races or movement games during outdoor play

Adaptations and Accommodations



Adaptations and Accommodations for Children with Unique Needs

Environment

- Include dolls, books and puppets that show people with differing abilities and different cultures.
- Display family photos and make a family tree.
- Provide a quiet space for children who need a break.
- Use visual reminders for boundaries (tape on the floor, stop signs, etc.).
- Label objects in multiple languages that reflect those of the children.

Daily Schedule and Routines

- Use a picture schedule to help children anticipate the order of the day.
- Modify the length of activities to reflect individual children's attention spans.
- Incorporate activities that reflect different cultures.
- Walk through or explain the sequence of events before an activity or outing.
- Embed music from different cultures throughout the day for a calming effect.
- Establish consistent and dependable rules and routines.

Materials

- Include real objects and artifacts like pots and pans or costumes in the dramatic play area.
- Use stories that have been designed specifically for the child and describe familiar people or customs.
- Post pictures of children completing steps for familiar routines.
- Use real pictures to reinforce discussion topics.
- Utilize video examples of community helpers, celebrations, etc. to illustrate concepts.
- Make family photo albums with real pictures to practice naming family members.

Instruction and Activities

- Teach children the routines they will be expected to follow.
- Give directions one small step at a time.
- Use visual supports or scripted stories to help explain and describe concepts such as community workers or purchasing.
- Use picture schedules to show classroom jobs.
- Learn some key words for children's routines and basic activities in their native language.
- Invite family volunteers to share cultural customs.



A cultural enrichment approach uses families' home cultures as their foundation. When young children see themselves and their family reflected in the language, books, dress-ups, food, and customs of their early learning program, their self-concepts and personal identities are enhanced. They are more likely to feel understood and to interact positively with others. Look beyond your materials and environment and determine ways in which you can learn more about families' culture that can be incorporated into your early learning program.

A Sampling of Foundational Practices

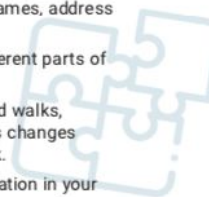
Environment and Materials

- Display real photos of the children and their family members.
- Include toys and objects that reflect different cultures, such as musical instruments, books and dress-ups.
- Include and use mirrors for children to view themselves and others, noticing similarities and differences.
- Add community helper costumes, puppets, books, photos.
- Include real pictures of different land types or parts of the world.
- Add globes and maps to different learning areas.
- Provide pretend money or ways to act out purchasing and money exchange.



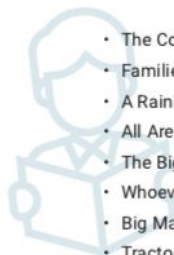
Instruction

- Help children learn their full names, address and phone number.
- Include celebrations from different parts of the world.
- Take children on neighborhood walks, discussing the scenery and its changes from day to day, week to week.
- Include recycling and conservation in your daily routines.
- Read books, and include them in your library, that depict different types of families and cultures.
- Create a few positively-worded rules for children to follow.
- Use a calendar with children to talk about and record experiences and upcoming events, NOT for rote learning of days and months,



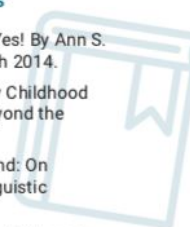
Children's Books

- The Colors of Us by Karen Katz
- Families by Ann Morris
- A Rainbow All Around Me by Sandra Pinkney
- All Are Welcome by Alexandra Penfold
- The Big Umbrella by Amy June Bates
- Whoever You Are by Mem Fox
- Big Mama's by Donald Crews
- Tractor Mac Teamwork by Billy Steers
- City Green by DyAnne DiSalvo-Ryan
- Where Do I Live? by Neil Chesnow
- Whoever You Are by Mem Fox
- A Handful of Buttons by Carmen Parets Luque
- Follow that Map by Scot Ritchie
- More, More, More Said the Baby by Vera Williams
- Growing Vegetable Soup by Lois Ehlert
- Farmer Duck by Martin Waddell
- A Chair for My Mother by Vera Williams
- Ox Cart Man by David Hall and Barbara Cooney
- If You Give a Mouse a Cookie by Laura Numeroff
- Two Homes by Clari Masurel
- What Grandmas/Grandpas Do Best by Laura Numeroff Joffe



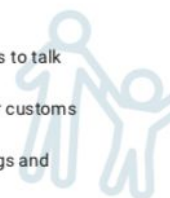
Adult Resources

- Social Studies in Preschool? Yes! By Ann S. Epstein, Young Children, March 2014.
- Social Studies in Today's Early Childhood Curriculum. 2005. NAEYC. Beyond the Journal. September 2005
- NAEYC (2009). Where We Stand: On responding to cultural and linguistic diversity
- Scholastic: Teaching Diversity: A Place to Begin
- Infant Toddler Social Studies: Activities to Develop a Sense of Self by Carla Goble
- Creating Diversity-Rich Environments for Young Children by Angèle Sancho Passe



Family Engagement

- Invite family or community members to talk about their jobs.
- Invite family members to share their customs or traditions.
- Send home brief lists of books, songs and finger plays that have been shared.
- Encourage children to draw pictures of their family while at home and bring them to school for display.



FCE 2

PROGRAM CLIMATE AND ENVIRONMENT

FC2: Program Climate and Environment: Early learning programs are welcoming to all children and families.

Program Policies	<ul style="list-style-type: none"> • Program administrators set expectations, a clear vision and goals, model effective practice, and make sure program policies, operational procedures, and practices promote family engagement. • Program administration provides continuous learning and quality improvement for staff. • Program is committed to using data to improve family engagement practices on a continuous basis. • Program service delivery is strength-based. • Facility environment is welcoming to all families and inclusive of various cultures and economic levels.
Policies in Practice	<ul style="list-style-type: none"> • Administrators check in with families regularly to ensure they are satisfied and comfortable with children's care. • Program staff are offered professional development and resources on family partnerships, culture, diversity, and communication. • Family surveys or other means of seeking input are distributed to families and results are analyzed and used for improvement. • The facility environment is pleasant; bulletin boards include family-friendly information and are updated regularly. • Posted materials reflect languages and cultures that are present in the program. • Initial conversations and meetings with families are positive and welcoming and seek out family-based strengths and interests. • A family space is available that includes resources, information about the program and has places for family members to sit and talk together. • The facility has an area for nursing mothers.
Family's Experience	<ul style="list-style-type: none"> • Families network with others and feel a sense of community. • Children and siblings remain in the program over an extended period during the early childhood years. • Families voice satisfaction to neighbors and community. • Families participate and volunteer as often as possible.

Figure D: Early English Language Development Performance Definitions – Receptive, Ages 4.5–5.5

Toward the end of each age cluster and given level of English language development, and with sensory and interactive supports, dual language learners will process in English and non-verbally demonstrate understanding of:

		Language Criteria	Ages 4.5–5.5 (55–66 Months)
HOME LANGUAGE At all levels of language development, home language and English language development • influence and reinforce each other; and • mediate understanding, construction of meaning, and demonstration of knowledge.	Level 5 Bridging	Linguistic Complexity	<ul style="list-style-type: none"> Sentences/questions of varying richness and complexity related to familiar stories, learning activities, or events Expanded related ideas; two to three step directions and some new directions related to daily routines
		Language Usage	<ul style="list-style-type: none"> Complex sentences and language patterns related to familiar stories and instructional activities Specific and some technical vocabulary associated with various environments and learning activities
	Level 3 Developing	Linguistic Complexity	<ul style="list-style-type: none"> Multiple related extended sentences Related ideas
		Language Usage	<ul style="list-style-type: none"> Compound and some complex sentences related to familiar stories and learning activities Sentence patterns related to specific learning activities and stories General and some specific vocabulary associated with familiar environments and learning activities
	Level 1 Entering	Linguistic Complexity	<ul style="list-style-type: none"> Words and longer phrases related to daily routines and learning activities An idea within simple questions or statements related to familiar environments
		Language Usage	<ul style="list-style-type: none"> Repetitive phrases and simple statements associated with daily routines Yes/no questions related to self, familiar people, and/or daily routines Vocabulary associated with familiar environments and learning activities

At the very beginning stages of English language development, dual language learners typically understand more words than they are able to produce. Children may be non-verbal in English and rely primarily on their home language and/or gestures to communicate their needs, wants, and ideas.

...within sociocultural contexts for language use.

Hear from...Dr. Barbara Norvell



The Alabama Standards for Early Learning and Development provide the foundational support for teachers, caregivers, and those professionals who work with or will work with Alabama's children. These best practices are deeply rooted in child development and educational theory, thereby making them a "roadmap" for success. As a college professor who teaches those novice professionals, I am so pleased to have my Developmentally Appropriate Practice, my Curriculum, and my Instructional Supports all in one place and all cross-walked with the K-2 standards. This user-friendly document will serve to make those connections from the novice to the senior most experienced educators.

Barbie Is an Associate Professor of Early Childhood Education at Jacksonville State University



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Hear from...Melinda Walters

I would like to commend you and your associates for the outstanding job you have done with the Alabama Standards for Early Learning and Development. I appreciate the effort it took to give us a glimpse of the good things to come.

Having worked on this with NAEYC and also in the realm of the merging of standards for social studies education, both statewide and nationally when I taught at AUM, I know what a huge task this is.

For years as a teacher educator, I experienced the struggle to teach and align all the standards from various entities. This document will make it so much easier for classroom teachers to focus their efforts and achieve success in their planning, teaching, and assessment.

Melinda is a Region 5 Monitor for Blount, Etowah, Cherokee, Calhoun, Cleburne, Talladega, Clay, Randolph, Coosa, Tallapoosa, & Chambers Counties

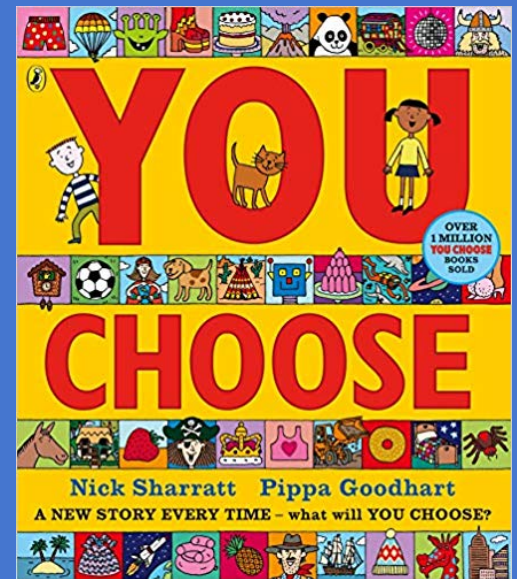


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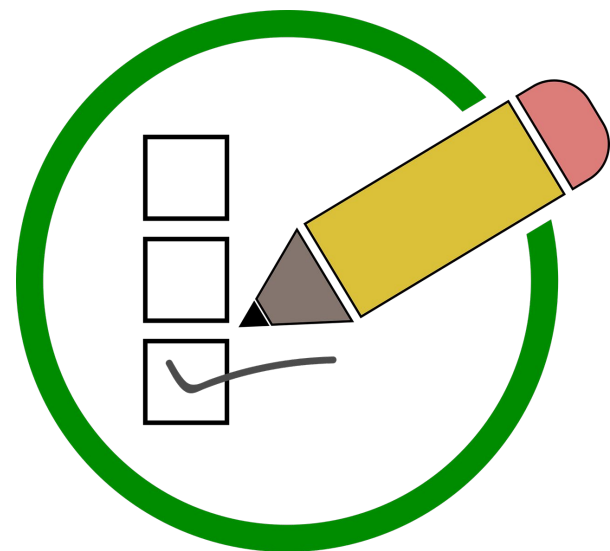
Let's Practice!



Name the domain!

Look at the pictures in the next slides. Identify ONE learning domain that is represented in the picture. Put your response in the poll.

Although you may be able to select more than one, choose the first one that comes to mind.



Name the domain!

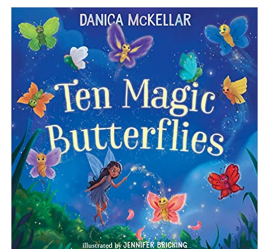


What domain is represented in this picture?

- Family and Community Engagement
- Social Emotional Development
- Social Studies
- Scientific Exploration and Knowledge
- Mathematical Thinking
- Approaches to Play and Learning
- Language and Literacy
- Creative Arts
- Physical Development and Health



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Name the domain!

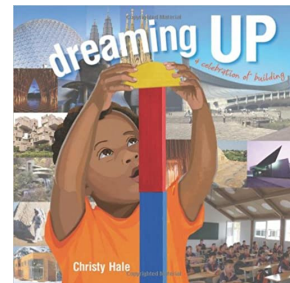


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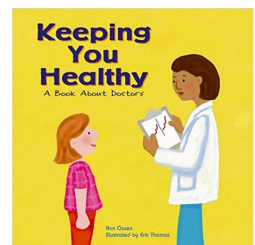


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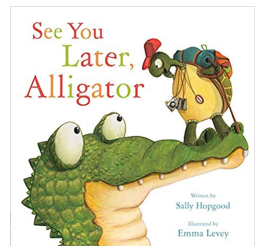


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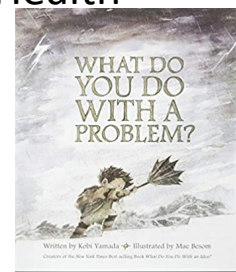


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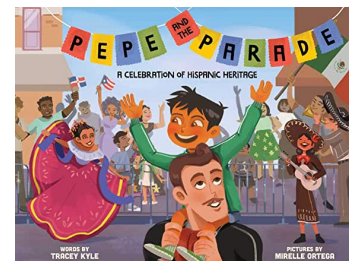


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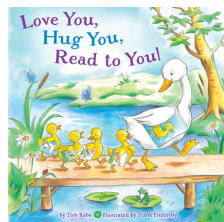


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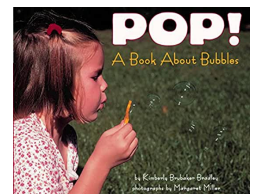


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Name the domain!



- What were your “aha” moments or insights?
- Were you able to match each picture with a domain?
- Did you identify all 9 domains?
- Could you find more than one domain in some of the pictures?

Name the domain!

What did we learn from this exercise?

- Children can learn different skills and ideas through many different activities and experiences. For example, children can learn math concepts while they are outside on swings, waiting to wash hands at the sink, using play dough, or completing a puzzle.
- Children can learn many different skills from a single activity. For example, children who are playing with bubbles can learn science, math, social emotional, motor skills, or approaches to play and learning skills.
- It's all about knowing children's goals and areas for growth, understanding how children's skill mastery can be scaffolded through a teachable moment, and being intentional in the way the standards can be used to intentionally plan and integrate learning throughout experiences.



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Crosswalks and Alignments



ASEL	KINDERGARTEN	FIRST GRADE	SECOND GRADE
LLT 1a: Receptive Language: Children will gain information by understanding the meaning of words and gestures.	Speaking and Listening Standards Comprehension and Collaboration SL.K.1 (31) SL.K.2 (32) SL.K.3 (33) Presentation of Knowledge and Ideas SL.K.4 (34) SL.K.5 (35) SL.K.6 (36) Language Standards Conventions of Standard English L.K.1 (37) L.K.2 (38) Vocabulary Acquisition and Use L.K. 4 (39) L.K. 5 (40) L.K.6 (41)	Speaking and Listening Standards Comprehension and Collaboration SL.1.1 (31) SL.1.2 (32) SL.1.3 (33) Presentation of Knowledge and Ideas SL.1.4 (34) SL.1.5 (35) SL.1.6 (36) Language Standards Conventions of Standard English L.1.1 (37) L.1.2 (38) Vocabulary Acquisition and Use L.1.4 (39) L.1.5 (40) L.1.6 (41)	Speaking and Listening Standards Comprehension and Collaboration SL.2.1 (29) SL.2.2 (30) SL.2.3 (31) Presentation of Knowledge and Ideas SL.2.4 (32) SL.2.5 (33) SL.2.6 (34) Language Standards Conventions of Standard English L.2.1 (35) L.2.2 (36) Knowledge of Language L.2.3 (37) Vocabulary Acquisition and Use L.2.4 (38) L.2.5 (39) L.2.6 (40)
LLT 1b: Expressive Language: Children will use words and gestures to express their thoughts, feelings and needs to others.	Speaking and Listening Standards Comprehension and Collaboration SL.K.1 (31) SL.K.2 (32) SL.K.3 (33) Presentation of Knowledge and Ideas SL.K.1 (34) SL.K.2 (35) SL.K.3 (36) Language Standards Conventions of Standard Language L.K.1 (37) Vocabulary Acquisition and Use L.K.4 (39) L.K.5 (40) L.K.6 (41)	Speaking and Listening Standards Comprehension and Collaboration SL.1.1 (31) SL.1.2 (32) SL.1.3 (33) Presentation of Knowledge and Ideas SL.1.4 (34) SL.1.5 (35) SL.1.6 (36) Language Standards Conventions of Standard English L.1.1 (37) L.1.2 (38) Vocabulary Acquisition and Use L.1.4 (39) L.1.5 (40) L.1.6 (41)	Speaking and Listening Standards Comprehension and Collaboration SL.2.1 (29) SL.2.2 (30) SL.2.3 (31) Presentation of Knowledge and Ideas SL.2.4 (32) SL.2.5 (33) SL.2.6 (34) Language Standards Conventions of Standard English L.2.1 (35) L.2.2 (36) Knowledge of Language L.2.3 (37) Vocabulary Acquisition and Use L.2.4 (38) L.2.5 (39) L.2.6 (40)

Head Start Alignment



HEAD START Approaches to Learning	ALABAMA STANDARDS FOR EARLY LEARNING AND DEVELOPMENT Approaches to Play and Learning (APL): Developing Skills and Attitudes for Success
Goal P-ATL 1. Child manages emotions with increasing independence	SED 2a: Children will identify, manage, and express their feelings.
Goal P-ATL 2. Child follows classroom rules and routines with increasing independence.	SST 1b: Children will develop a sense of belonging to a group and follow its rules.
Goal P-ATL 3. Child appropriately handles and takes care of classroom materials	SST 1b: Children will develop a sense of belonging to a group and follow its rules.
Goal P-ATL 4. Child manages actions, words, and behavior with increasing independence.	SED1b: Children will develop confidence in their own abilities with support of others.
Goal P-ATL 5. Child demonstrates an increasing ability to control impulses.	SED 2b: Children will begin to self-regulate.
Goal P-ATL 6. Child maintains focus and sustains attention with minimal adult support.	APL 2a: Children will develop the ability to focus their attention and concentrate to complete tasks.
Goal P-ATL 7. Child persists in tasks.	APL 2a: Children will develop the ability to focus their attention and concentrate to complete tasks.
Goal P-ATL 9. Child demonstrates flexibility in thinking and behavior.	APL 3b: Children will demonstrate a willingness to take risks and try new things.
Goal P-ATL 10. Child demonstrates initiative and independence.	APL 3a: Children will show eagerness, imagination and creativity as they try new tasks.
Goal P-ATL 11. Child shows interest in and curiosity about the world around them.	APL 3a: Children will show eagerness, imagination and creativity as they try new tasks.
Goal P-ATL 12. Child expresses creativity in thinking and communication.	APL 3a: Children will show eagerness, imagination and creativity as they try new tasks. CRA 1: Children will demonstrate an increasing understanding and enjoyment of the use of visual arts as a form of self-expression. CRA2: Children will demonstrate an increasing understanding and appreciation of music as a form of self-expression. CRA 3: Children will demonstrate growing interest and control in using rhythmic movements for self-expression. CRA 4: Children will demonstrate an increasing appreciation for the use of drama for self-expression.
Goal P-ATL 13. Child uses imagination in play and interactions with others.	APL 1a: Children will use their imaginations to learn about the world around them.

DHR Early Learning Guidelines

Alabama Standards for Early Learning and Development

APL 3a Curiosity,
Invention and Initiative
Children will show
eagerness, imagination
and creativity as they try
new tasks.

Alabama Early Learning Guidelines: DHR Crosswalk

SC/EM 4 Years 8: enjoy being silly/playful
SD 18-24 Months 4: show tremendous curiosity about people and things in their surroundings
SD 5 Years 6: continue to ask many questions
PD 6-12 Months 8: learn about things by handling them
PD 6-12 Months 9: look all around at things near and far
PD 6-12 Months 13: hold onto objects, look at them, and put them in mouth
CD 6-12 Months 6: reject an object or toy after playing with it many times
CD 6-12 Months 7: watch a fast-moving object as it goes up, down, or sideways
CD 6-12 Months 8: usually not turn objects over to see the other side
CD 6-12 Months 10: spend time looking at own hand
CD 12-18 Months 7: have an interest when others point out objects in her/his surroundings
CD 12-18 Months 8: give you several common objects when asked for by name
CD 12-18 Months 9: have an interest in exchanging objects with others
CD 12-18 Months 10: have an interest in pointing to objects

SCIENCE EXPLORATION AND KNOWLEDGE (SEK) Exploring the World Around Me

SEK 1a Scientific
Inquiry Children will
gain knowledge and
through exploration and
discovery.

LLD 5 Years 14: ask "why?" questions
PD 6-12 Months 15: like to play with many objects, dropping one and picking up another, one by one
CD Birth – 6 Months 4: look about, even in a darkened area
CD Birth – 6 Months 5: follow a slowly moving object through a complete arc of 180 degrees
CD Birth – 6 Months 6: continue to gaze in direction of moving objects that seem to disappear
CD Birth – 6 Months 7: distinguish between objects
CD Birth – 6 Months 9: watch hand movements
CD Birth – 6 Months 10: focus on and reach for object, and distinguish between textures, solids, and liquids
CD Birth – 6 Months 15: experience different environments
CD 6-12 Months 3: recognize that objects can change
CD 6-12 Months 4: follow a moving object with eyes, and will briefly look for an object that has disappeared
CD 6-12 Months 9: be able to line up an object in one hand with another object in other hand
CD 6-12 Months 10: be able to grab an object which moves after she/he begins to reach for it
CD 12-18 Months 2: find an object by looking in the right place when it is hidden in first one place, then another, and then a third place
CD 12-18 Months 6: notice features of sameness and differences
CD 12-18 Months 11: have an interest in the ability to make changes

SEK 1b Biological
Science Children will
differentiate between
living and non-living
things and their
characteristics

LLD 12-18 Months 6: begin to point to and name body parts and learn about self
CD 12-18 Months 4: point to three body parts when asked
CD 2 Years 2: point to smaller body parts when asked
CD 4 Years 7: enjoy learning about how things grow and operate

SEK 1c Physical Science
Children will demonstrate
emerging understanding
of matter and energy.

CD Birth-6 Months 10: focus on and reach for object, and distinguish between textures, solids, and liquids
CD Birth – 6 Months 14: become aware of starting and stopping
CD 6-12 Months 7: watch a fast-moving object as it goes up, down, or sideways
CD 3 Years 10: have an interest in changing things in her/his environment



Crosswalk to National and State Standards

Family and Community Engagement: Connections to Help Me Succeed

Alabama Standards for Early Learning and Development:

FCE1a: Child Development and Parenting: Child development and Parenting:

Early learning programs support families' understanding of child development and parenting techniques.

Head Start Performance Standards	<p>1302: 50 (b)(1) Recognize parents as their children's primary teachers and nurturers and implement intentional strategies to engage parents in their children's learning and development and support parent-child relationships, including specific strategies for father engagement</p> <p>1302.51: Parent activities to promote child learning and development</p>
Head Start Parent, Family and Community Framework	<p>Family Outcomes: Families as lifelong learners Parents and families learn about their child's personality, development, and learning style. They also advance their own learning interests through education, training, and other experiences that support their parenting, careers, and life goal</p> <p>Family Outcomes: Positive parent-child relationships Beginning with the transition to parenthood, parents and families develop warm relationships that nurture their child's health, development, and learning</p>
National Standards for Family-School Partnerships-National PTA	<p>Standard 3: Supporting school success Families and school staff continuously collaborate to support students' learning and healthy development both at home and at school, and have regular opportunities to strengthen their knowledge and skills to do so effectively.</p>
First Class Alabama	<p>CF 2 Parent/Family Engagement Expectations Family participation in the First Class Pre-K program is expected. Families are responsible for completing 12 participation hours each school year. Examples of ways to participate are attending the family orientation, completion of the ASQ-3 screener, attending field trips, volunteering in the classroom, attending parent conferences, attending enrichment meetings, participating in IEP meetings and completing take-home activities.</p> <p>CF 2.1 Parental Programming 4. Parent education and parent engagement activities</p>
Alabama Child Care	<p>Licensing D 5. Staff-Parent Communication: a. The staff and parent(s)/guardian(s) shall discuss discipline or behavior problems to determine appropriate action consistent with disciplinary practices above.</p> <p>The center shall provide parents with information about the influenza disease and influenza vaccine. (Code of Alabama 1975, Section 38-7-14.1.)</p> <p>Alabama Quality Stars Level 1: Shares information on child development and children's health with families annually Level 2 Shares information with families regarding the importance of having a primary healthcare provider for children Level 4: Has a parent resource area that addresses the need and interests of the families serve</p>



Appendices

Table of Contents

Appendix One: The Wonder of Play

Appendix Two: Stages of Development and Learning

Appendix Three: Inclusion in Early Learning Programs

Appendix Four: Supporting Dual Language Learners in Early Learning Programs

Appendix Five: Physical Activity: Good Health through Movement

Appendix Six: Technology in Early Learning Programs

Appendix Seven: Early Childhood Professionals as Advocates

Appendix Eight: Advancing Equity (NAEYC)

Stages of Play

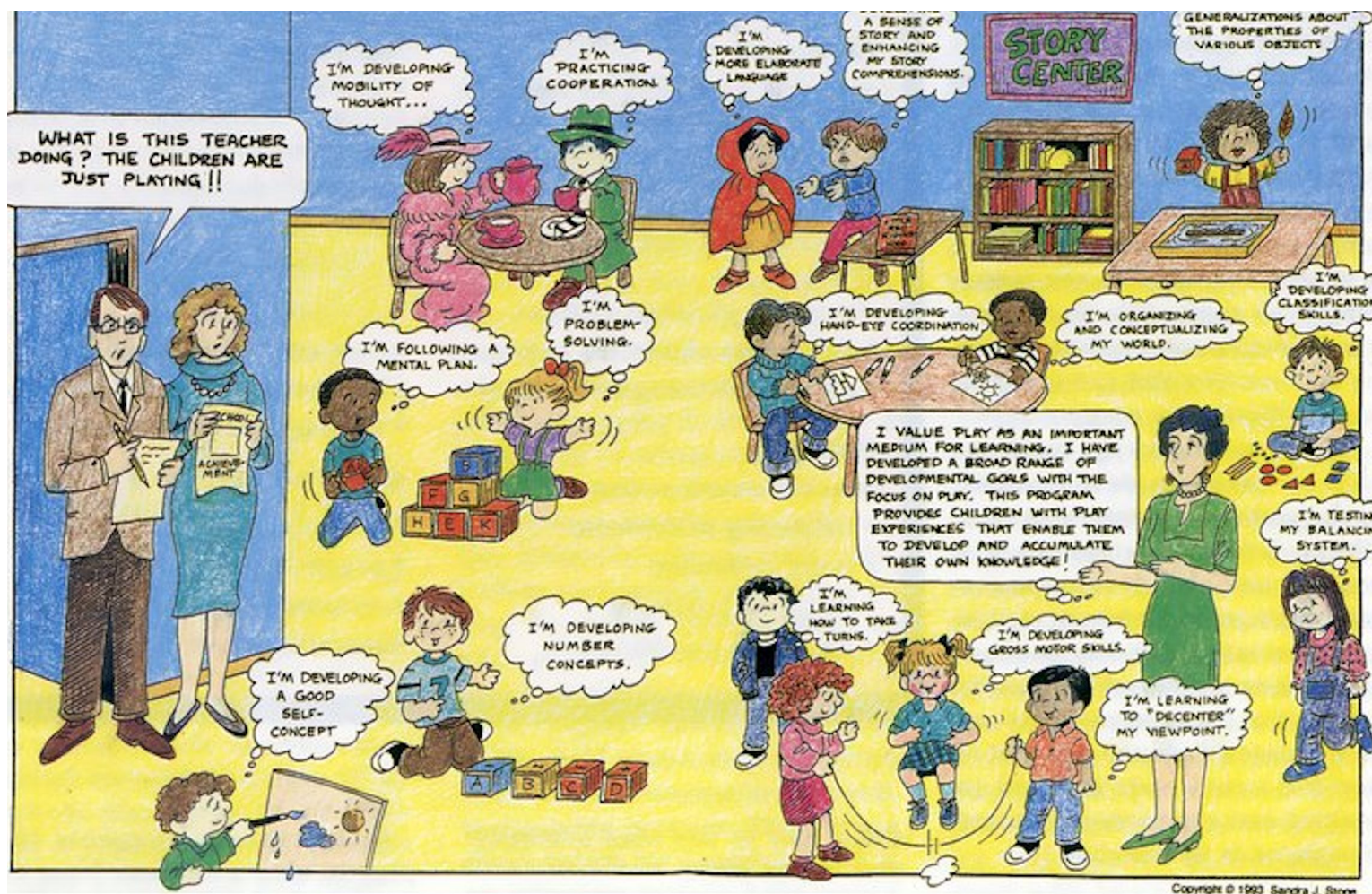
Children progress through stages of social play. As early as 1932, an educational pioneer Mildred Parten identified six stages of play, beginning at birth.

Stage	What it typically looks like	Age it typically happens
Unoccupied Play	Babies explore materials and objects around them as they learn about the world around them.	Birth to 3 months
Solitary	Children play alone, typically without noticing others. They use this type of play to explore new ideas and to master basic skills.	Birth to two years
Onlooker	Children watch others play and may ask them questions but they do not join in. They are learning about social roles and rules through observation.	Two to three years
Parallel	Children play next to each other or side by side without interacting together. They are paying attention to each other but they are not engaged in social exchange.	Two and a half years to three years
Associative	Children show interest in what others are doing and may have the same goals for play. They ask questions and communicate with each other but their play has no set rules.	Three to four years
Cooperative (or Social)	Children may play in a group and follow or establish rules for play. They share ideas and toys and may even adopt goals or guidelines for their play.	Four to six years

Materials and Equipment to Support Children's Play and Learning

	Include these materials for Infants	Add these materials for Young Toddlers	Add these materials for Older Toddlers	Add these materials for Preschoolers
SENSORY MATERIALS	<ul style="list-style-type: none"> • Sucking toys • Rattles • Unbreakable mirrors • Patterned crib sheets • Mobiles 	<ul style="list-style-type: none"> • Music boxes • Busy boxes • Large bells and drums • Non-toxic finger paint and play dough • Water play with cups and spoons 	<ul style="list-style-type: none"> • Sand play with household objects • Scarves for dancing • Listening games • Texture boards • Musical instruments 	<ul style="list-style-type: none"> • More toys for sand and water play • Rhythm instruments • Prisms • Feely boxes
ACTIVE PLAY	<ul style="list-style-type: none"> • Foam climbing ramps and wedges • Large brightly colored balls • Bouncy toys 	<ul style="list-style-type: none"> • Crawling tunnel • Riding toys • Cardboard boxes • Balls • Push and pull toys 	<ul style="list-style-type: none"> • Low climber and slide • Wagon • Sandbox and toys • No-pedal bikes and riding toys • Bouncy balls • Mini trampoline 	<ul style="list-style-type: none"> • Low balance beam • Low basketball hoop and balls • Tricycles • Parachute • Bean bags • Jump ropes
CONSTRUCTION OR BLOCK AREA	<ul style="list-style-type: none"> • Soft blocks • Nesting toys 	<ul style="list-style-type: none"> • Cardboard blocks • Stacking toys • Pounding bench • Foam blocks • Large duplo blocks • Wire mazes 	<ul style="list-style-type: none"> • Wood unit blocks • Little people • Wood or plastic animals • Cars and trucks • Train and tracks • Toy construction tools • Alphabet blocks 	<ul style="list-style-type: none"> • Full set of wood unit blocks • Wood signs and accessories for roadways • Small carpet with roadways • Woodworking bench and materials • Lincoln logs and tinker toys • Scale and weights
MANIPULATIVES	<ul style="list-style-type: none"> • Large rings • Squeeze toys • Textured balls • Large measuring spoons 	<ul style="list-style-type: none"> • 2-6 piece puzzles with knobs • Nesting toys • Large pegboards • Snap together toys with large pieces • Shape sorters 	<ul style="list-style-type: none"> • 4-6 piece puzzles • Large beads for stringing • Stacking toys • Scissors and cards for cutting 	<ul style="list-style-type: none"> • 12-20 piece puzzles and pegboards • Stringing and lacing toys and cards • Pattern blocks • Dressing boards • Measuring tapes and rulers • Sorting trays and objects

Play



APPENDIX SIX

Technology in Early Learning Programs

"A computer can help you learn to spell H-U-G, but it can never know the risk or the joy of actually giving or receiving one."

FRED ROGERS

Technology and interactive media are a part of young children's lives. They have access to digital books, games and videos, tablets and laptops, online chats and downloadable apps. The challenge is to determine how much exposure is appropriate, what types of technology are best, and what content should be viewed or used. Fred Rogers told us, "No matter how helpful computers are as tools in the classroom (and of course, they can be very helpful tools), they don't begin to compare in significance to the relationship between the teacher and the child that is human and mutual." It is those relationships that must guide adults' decision-making around technology use for young children.

Technology and interactive media play many roles in early childhood programs, for programs, professionals and children.



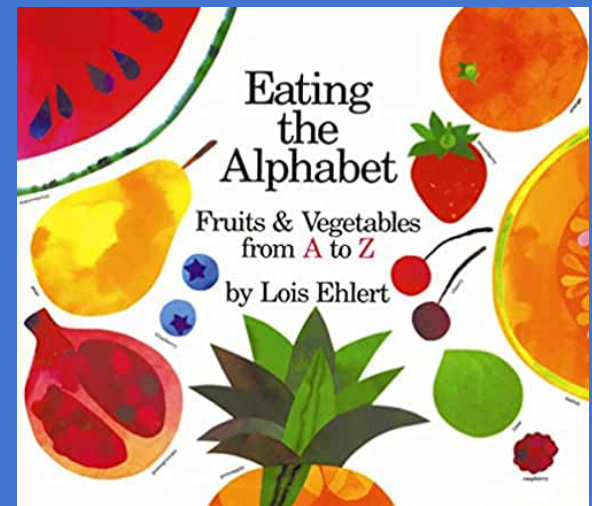
Programs use interactive media to promote their program and to communicate with families. Social media has enabled programs to keep families informed. Program staff can send newsletters by email, post policies and upcoming events, provide links to child-friendly websites and postings, and share information about community events.

Professionals who work directly with children use technology and interactive media as learning devices and to document and share children's experiences. They can take photos or videos of children's work for documentation and assessment. They can send daily updates or photos to families; use whiteboards, laptops or other videos to help children learn a concept; and they can use adaptive technology for children with special needs.

Children watch TV, use smart, tablets or laptops to play games, watch videos, or learn new information. They use video chats to communicate with others and enhance fine motor skills through the use of a mouse or cursor.



Let's
Practice!



Children can learn many skills and ideas during a short mealtime.

Step One

Join a break-out room.

Step Two

Work in your group to identify at least one strand in each domain from which children may acquire knowledge or skill-building.

Step Three

Give an example.

Step Four

Return to the full group. Be prepared to share your findings!



*Odd-numbered break-outs, answer
ASELDs sections 1 and 2.*

*Even -numbered break-outs,
answer ASELDs sections 3 and 4.*

Who has the closest birthday? Congratulations! You're the facilitator!

Activity Two: What's for Snack?

Select one strand within each domain and describe how children's learning in that strand could be supported during a meal: breakfast, lunch, dinner, or snack.

	Learning Domain	Strand	Example
Relationships and Connections	Family and Community Engagement		
	Social Emotional Development		
	Social Studies		
Exploration and Critical Thinking (STEM)	Approaches to Play and Learning		
	Science Exploration and Knowledge		
	Mathematical Thinking		
Communication	Language and Literacy		
	Creative Arts		
Physical Development and Health	Motor Skills		
	Health and Safety		

What do you discover?

What were your “aha” moments? What insight did you gain?

Did you identify a strand from each domain?

Have you intentionally facilitated learning during mealtime or other routines?

How do ***you*** turn mealtime into a learning activity? What makes the difference?

Can you think of another part of your day where multiple skills or ideas can be introduced?



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Food for thought....

Children can learn many different skills or ideas from one short activity or experience.

Professionals make the difference. You can expand children's horizons through a stimulating question or idea.

Children's learning can be individualized within one activity. (During snack, a professional can support children's language development and another child's math skills at the same time.)

Learning standards help to guide individualization and the identification of skills and ideas that children can learn. They help professionals be intentional.



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Try this again in your programs. Think about transitions that children experience such as going to and from meal tables; hand-washing; lining up to go outside; preparing for nap. How can you intentionally build these routines into learning experiences that link to the ASELDs?

	Learning Domain	Strand	Example
Relationships and Connections	Family and Community Engagement		
	Social Emotional Development		
	Social Studies		
Exploration and Critical Thinking (STEM)	Approaches to Play and Learning		
	Science Exploration and Knowledge		
	Mathematical Thinking		
Communication	Language and Literacy		
	Creative Arts		
Physical Development and Health	Motor Skills		
	Health and Safety		

Hear from... Special Education

“As a special education teacher, the standards and the layout will help me to know where the student should be or where we should begin to work.”

“Great start of bridging the gap to educating children from birth and up as well as children with special needs”

“I love the format. It will be very easy to use in IEP meetings when explaining evaluations and goals to parents; parent-friendly”



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Hear from...Head Start

“As a Head Start/EHS Director, I think the Crosswalks do an amazing job at aligning the various program standards. It eliminates a lot of the brain fatigue that has occurred previously.”

“For those of us who use ELOF (Head Start Framework), we are tired of flipping back and forth through many pages for our children who need scaffolding. I love the 2 page trajectories.”

Hear from...Child Care

“The format is similar to the Alabama Early Learning Guidelines. It expands on the domains and should be easily adopted by childcare professionals who are familiar with the AELG.”

“This document should help make our jobs as childcare professionals easier.”

“I can see how the adaptations and accommodations will be applied in home day care all the way up. “Very helpful.”



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“This document will help to unify the Alabama Early Childhood system by allowing individuals and departments to see we are not an island to ourselves but rather we are interdependent on each other. We are all better together.”

In summary....

Check out the website

The ASELDs can be found here:

[The Alabama Standards for Early Learning and Development \(ASELDs\)](#)

The document will be split into downloadable or printable portions.

Watch for additional resources and professional development information to be posted very soon.



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Questions or Comments?

Send to:

Jeannie Allen,
Innovative Projects & Assessment Director
Jean.allen@ece.alabama.gov

Pre-K – 3rd Grade Integrated Approach to Early Learning
Alabama Department of Early Childhood Education
445 Dexter Ave. Suite 2050 Montgomery, AL 36104
O (334) 224-3171 | C (334) 314-0023
children.alabama.gov | bornready.org



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Thank you!